

Both Unfunded TLCF Only  
(Districts without a Local Technology Plan Based on the January 1999 Technology Plan Standards)

**Maine Department of Education**

# **TLCF Only Grant Application**

**\$25,000 in TLCF Grant Funds (Apply for PPPD  
Separately with the Enclosed Application)**

**To Support Activities from 9/1/00 – 8/31/01  
Due by 5:00 p.m. July 24, 2000  
Evaluated August 15 & 16, 2000**

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This application can be downloaded from the department's web page at  
[www.state.me.us/education/g2000/homepage.htm](http://www.state.me.us/education/g2000/homepage.htm)

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# Information

1. A **three-year** local technology plan which meets the ten standards for state approval is the foundation of the grant application. The district may be implementing activities in any of the three years described in the plan. The plan will automatically be evaluated for state E-Rate approval as part of the grant evaluation process. **Local plans which do not meet or exceed the ten requirements for plan approval will not be considered for Title III TLCF grant funding.**
2. An evidence-based self-assessment in three developmental areas is required as part of the needs assessment portion of the technology plan. The evidence will include that required for plan approval, but should also include additional information which supports the need for the goals and action steps in the plan.
3. School units within School Unions are not eligible to apply as separate districts. The local technology plan must include all units in the union. Private schools may be included in district applications, but are not eligible to apply separately. Vocational centers and regions are not eligible to apply.
4. Funding of up to \$25,000 will be awarded to single eligible districts to support activities planned between September 1, 2000 and August 31, 2001. Funding is awarded for a single year only, and is contingent on Department of Education receipt of federal funds.

## Evaluation Process and Criteria

- Each proposal will be evaluated by three peer reviewers, who will use the attached numeric criteria to rate each proposal. **No evaluation points are awarded for local technology plan approval, but the local technology plan must meet all ten standards in order for the district to receive a TLCF grant award .**
- ◆ Grant awards will be made by the Commissioner of the Department of Education based on numeric scores and available funds. The Department of Education may negotiate final award amounts based on numeric evaluation results and availability of grant funds.

## Required Components

### A complete proposal includes:

- ☐ The cover page
- ☐ The signed assurances page.
- ☐ The Superintendent's signature on the second page of the grant agreement
  
- ☐ **1. Standards 1-6 of the local technology plan approval criteria** in the order in which they appear on the criteria list.
  
- ☐ **2. Three self-assessment continua pages. Each page is followed by a narrative description of the self-assessment findings in that area,** referencing the supporting evidence.
  
- ☐ **3. A narrative of up to two pages** which describes the district's current situation/needs as a result of completing both standards 1-6 of the local plan criteria and the three self-assessment continua, and a summary of what this information indicates about the district's next steps.
  
- ☐ **4. An action plan which encompasses standards 7 -10** of the local technology plan criteria for approval. The action plan must be a three-year plan as indicated by the timeline. Since this is the district's technology plan, resources to support it must be listed from all sources – including TLCF grant funds.
  
- ☐ **5. The budget page** for TLCF funds. If a detailed description of each line isn't possible in the space provided, attach one.
  
- ☐ **6. Monthly payment schedule** (in the event that the proposal is selected for funding.)

## STEPS IN COMPLETING THE APPLICATION

1. Make sure your technology plan meets the standards for local plan approval standards 1-6, and that the required supporting evidence has been collected and organized for each item.
2. Review the three additional self-assessment continua and collect existing evidence connected to each of the three areas.
3. Determine what the evidence tells you about where the district falls on each of the continua. Is there additional information which would be helpful? Decide if you will collect it to strengthen your proposal.
4. Summarize what standards 1-6 and the three self-assessment areas indicate about the current situation and the needs the district has during the next year.
5. Make sure your technology plan meets the standards for standards 7-10 and that all goals and action steps are based on the needs assessment and on what the three continua indicate are the next steps. **Standards 7-10 may be organized in any order and in any format** which includes all of the required parts of this part of the local plan. For example, one goal, the indicators of success in reaching it, the action steps you will take to reach it, and the resources required may be listed on one page, followed by the next goal, its indicators, action steps and resources. Grant readers will evaluate standards 7-10 both one by one and in relationship to each other.
6. Organize evidence into a binder or appendix and make sure that each piece is referenced in the plan.
7. Complete the cover page, assurances page, abstract and budget justification. Make sure that the budget clearly describes exactly how funds will be spent. For example: how many computers of what capacity at how much each? Which software? What specific professional development costs? What consultant at how much per day for how many days?
8. The application should be assembled in the order listed on page 4.

## Definitions

**Technology:** Maine's state technology plan defines technology as current and emerging enabling electronic tools such as equipment, programs, communication, networks, and related systems that empower the learner or educator to access, manage, process, interpret, and communicate information. TLCF regulations do not define technology. E-Rate local plan requirements refer to "telecommunications and information technology" and the hardware and software necessary to support this technology.

**Stakeholders:** Described in the TLCF local plan requirements as "parents, public libraries, business leaders and community leaders". A "broadbased" stakeholder group could also include teachers, students, and adult education staff.

**Adult Literacy Services:** Both formal adult education courses to teach computer knowledge and skills to community members and other opportunities for parents and community members to learn about technology through district events, programs and activities.

**Equity of access:** equal opportunities to use and to learn to use existing technology in teaching and learning across the district and across subject areas. Student equity includes students with unique learning needs and Americans with Disabilities Act compliance.

## National TLCF Goals (called the "four pillars"):

1. All teachers in the nation will have the training and support they need to help students learn using computers and the information superhighway.
2. All teachers and students will have modern multi-media computers in their classrooms.
3. Every classroom will be connected to the information superhighway.
4. Effective and engaging software and on-line learning resources will be an integral part of every school's curriculum.

## Maine's State Technology Plan Goals:

1. Each student will have ready access to technology which supports the learning, application and demonstration of the Guiding Principles and the content standards and performance indicators of the Maine Learning Results.
2. Educators will be fluent with technology and effectively use it to enhance teaching and learning.
3. All levels of the public education system will have the capacity to track Learning Results implementation and the relationship of technology use and student achievement.
4. Technology will be integrated into state and local consolidated plans to implement the Learning Results.

## Local Technology Plan Criteria for Approval

(Effective January 1, 1999 for E-Rate purposes)

### **Part I: Needs Assessment/Description of the Current Situation**

1. Statement of the community's vision for technology.
2. Community involvement in the planning process, which includes a planning team with broad based stakeholder representation and collaboration with adult literacy services.
3. Comprehensive inventory of existing technology-related resources, including hardware, software, networks, facilities, equity of access for educators, parents, students, maintenance, coordination, and financial resources from all sources, including E-Rate discounts.
4. A description of the economic status of the district, including free and reduced lunch rate.
5. Staff and stakeholder knowledge and competency necessary to support, use and integrate technology.
6. Integration of technology to support implementation of the Learning Results for all students.

### **Part II. Three-Year Action Plan**

7. Goals or priorities for action identified by the stakeholder planning team through an analysis of the current situation described in items 1-6 above.
8. Steps, with timeline, to address the needs and opportunities identified through items 1-6 above.
9. Estimated costs to support each action step and possible financial support from all sources, including E-Rate discounts.
10. Plan to evaluate progress toward achieving the goals and a description of the measurable benefits to students, educators and other stakeholders.

## Local Technology Plan Criteria for Approval

### Needs Assessment/Description of the Current Situation

#### 1. Statement of the community's vision for technology.

Doesn't Meet the Standard	Meets the Standard	Exceeds the Standard
no vision	vision for technology	District vision encompasses technology as a tool for teaching and learning
Required evidence: vision statement(s) only; no supporting evidence is required		

#### 2. Community involvement in the planning process, which includes a planning team with broad based stakeholder representation and collaboration with adult literacy services for computer access and training.

D	M	E
no involvement outside the district	all major stakeholders are included on a standing committee	stakeholders share accountability and responsibility for implementation and continuous evaluation
Required supporting evidence: List of planning team members and their roles		

#### 3. Comprehensive inventory of existing technology-related resources, including hardware, software, networks, facilities, equity of access for educators, parents, students, maintenance, coordination, and financial resources from all sources, including E -Rate discounts .

D	M	E
no or partial inventory	comprehensive invent. which includes all components	_____
Required evidence: comprehensive inventory only; no supporting evidence is required		

#### 4. A description of the economic status of the district, including free and reduced lunch rate.

D	M	E
no data	free and reduced lunch rates	Comprehensive information about existing resources and their adequacy to support technology as a tool for teaching and learning
Required supporting evidence: Free and reduced lunch rates information		

#### 5. Staff and stakeholder knowledge and competency necessary to support, use and integrate technology.

D	M	E
no data or partial	assessment of current knowledge and skills of staff and stakeholders	Assessment includes detailed information about educator and student use of technology
Required supporting evidence: Teacher use of computers rating form, computer integration rating form		

#### 6. Integration of technology to support implementation of the Learning Results for all students.

D	M	E
No references to Learning Results	description of how technology supports Learning Results implementation	description of progress in using technology to implement the Learning Results for all students
Required evidence: Description only; no supporting evidence is required		



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Three-Year Action Plan

**7. Goals or priorities for action identified by the stakeholder planning team through an analysis of the current situation described in items 1 -6 above.**

D	M	E
goals are not connected to needs	Most goals are supported by the needs assessment	Goals are designed to meet the identified needs
Required evidence: goals; no supporting evidence is required		

**8. Steps, with timeline, to address the needs and opportunities identified through items 1 -6 above.**

D	M	E
action steps are missing or incomplete; no timeline	Action steps are necessary to reach goals; timeline is realistic	Action steps will lead to achievement of the goals within the timeline
Required evidence: action steps and timeline; no supporting evidence is required		

**9.Estimated costs to support each action step and possible financial support from all sources, including E-Rate discounts.**

D	M	E
Missing or incomplete; E-Rate and other obvious sources are missing	Estimated costs for each action step; sources are clear and varied	Costs are thoroughly researched; funding is creative and maximizes connections across programs, schools, and in the community
Required supporting evidence: E-Rate discounts; estimated costs for each step		

**10. Plan to evaluate progress toward achieving the goals (17) and a description of the measurable benefits to students, educators and other stakeholders.**

D	M	E
missing or incomplete	Evaluation plan includes measurable indicators of success	Evaluation plan includes continuous data collection to measure technology impact on student learning
Required evidence: evaluation plan only; no supporting evidence is required		

### HARDWARE WITH INTERNET ACCESS RATING FORM)

This form **is not required**, but may be helpful in completing the comprehensive inventory in standard 3.

**DIRECTIONS:**

- Box A - Please enter the district's student population as of April 1, 2000.
- Box B - Enter the district's total number of computers (SEE NOTE).
- Box C - Enter the student/computer ratio (Divide Box A by Box B)

**SAMPLE:**

NUMBER OF STUDENTS as of April 1, 2000	NUMBER OF COMPUTERS*	STUDENT:COMPUTER RATIO
A 1800	B 250	C 7.2

**\*NOTE: DEFINITION OF COMPUTER:**

Count only those computers dedicated to student use which meet BOTH the following criteria:

- Internet accessible: stand-alone or networked and connected to the Internet.
- Meets MSLN hardware standards:
  - PC's: 386's, 486's, 586's, Pentiums or equivalent
  - MAC's: Centris, Performa, Power PC, LC II's/LC III's or equivalent

NUMBER OF STUDENTS as of April 1, 2000	NUMBER OF COMPUTERS*	STUDENT:COMPUTER RATIO
A	B	C

Note: Your comprehensive inventory may include other kinds of computers in order to provide a clearer picture of the current situation.

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## TEACHER USE OF COMPUTERS RATING FORM

This form **is required** to meet the criteria for plan approval described in standard 5.

**PURPOSE:** This form is designed to gather information about the nature and extent of computer use among individual teachers.

BASIC STAGE	NOVICE STAGE	CAPABLE STAGE	PROFICIENT STAGE
<ul style="list-style-type: none"> <li>Know little or nothing about using computers in the classroom, or has very limited knowledge of using computers in the classroom.</li> <li>Takes no action to analyze the use of computers in the classroom, its characteristics, possible use, or consequences of use.</li> <li>Schedules no time and specifies no steps for studying the use of computers in the classroom.</li> <li>Takes no discernible action toward learning about or using computers in the classroom. The use of computers in the classroom is not happening.</li> </ul>	<ul style="list-style-type: none"> <li>Knows general information about the use of computers in the classroom such as software selection and inclusion in lesson planning.</li> <li>Analyzes and compares materials, content, requirements for use, evaluation reports, potential outcomes, strengths and weaknesses for making a decision about using computers in the classroom.</li> <li>Plans to gather necessary information and resources needed to make a decision for or against using computers in the classroom.</li> <li>Explores the use of computers in the classroom and requirements for use by talking to others, reviewing descriptive information and sample materials, attending orientation sessions and observing others using it.</li> </ul>	<ul style="list-style-type: none"> <li>Knows on a day-to-day basis the requirements of using computers in the classroom. Is knowledgeable of short term activities and effects.</li> <li>Examines own use of the use of computers in the classroom with respect to issues of logistics, management, time, schedules, resources, and general reactions of students.</li> <li>Plans for organizing and managing resources, activities, and events related to immediate or ongoing use of computers. Addresses these issues with a short-term perspective.</li> <li>Manages computers in the classroom with varying degrees of efficiency. May lack anticipation of immediate consequences. The flow of actions between teacher and students may be disjointed, uneven and uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>Knows cognitive and affective effects of using computers in the classroom and ways for increasing impact on student learning.</li> <li>Assesses use of computers in the classroom for the purpose of changing current practice to improve student outcomes.</li> <li>Develops intermediate and long-range plans that anticipate possible and needed steps, resources and events designed to enhance student outcomes.</li> <li>Explores and experiments with alternative combinations of using computers in the classroom. Experiments with existing practices to maximize student involvement and to optimize student outcomes.</li> </ul>

Please enter your estimate of the current per cent of teaching staff at Elementary, Middle, and Secondary levels you believe to be operating at each of the above stages (BASIC, NOVICE, CAPABLE, PROFICIENT). Descriptors are provided for each stage. Account for 100% of your teaching staff for each level the applicant serves.

Levels	Basic Stage	Novice Stage	Capable Stage	Proficient Stage	Total
Elementary	%	%	%	%	100% Elementary
Middle	%	%	%	%	100% Middle
Secondary	%	%	%	%	100% Secondary

**Note:** To avoid double counting, you may provide one total for K-8.

Adapted from G. Halt & S. Loucks, W. Rutherford, B. Newlove Spring 75 Vol. 26 No. 1 Journal of Teacher Education "Levels of Use of Innovations, A Framework for Analyzing Innovation Adoption "

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### COMPUTER INTEGRATION RATING FORM

This form **is required** to meet the local plan approval criteria for standard 5.

PURPOSE: This form is designed to gather information about computer technology integration.

Stages of Integration	Descriptors
<b>0 - Nonuse</b>	A perceived lack of access to technologybased tools or lack of time to pursue technology implementation. Existing instructional technology is predominately text based (e.g., ditto sheets, chalkboard, overhead projector).
<b>1 - Awareness</b>	The use of computers is generally one step removed from the classroom teacher (e.g., integrated learning system labs, special computerbased pullout programs, computer literacy classes, central word processing labs). Computerbased applications have little or no relevance to the individual teacher's instruction program.
<b>2 - Exploration</b>	Technology-based tools serve as a supplement to existing instructional program (e.g., tutorials, educational games, simulations). The electronic technology is employed either as extension activities or as enrichment exercises to the instructional program.
<b>3 - Infusion</b>	Technology-based tools, including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing applications, and telecommunications applications, augment isolated instruction events (e.g., a science-kit experiment using spreadsheets/graphs to analyze results or a telecommunication activity involving datasharing among schools).
<b>4 - Integration</b>	Technology-based tools are integrated in a manner that provides a rich context for students' understanding of the pertinent concepts, themes, and processes. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processors) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.

DIRECTIONS: Please indicate (circle) your estimate of the current stage of integration (0- NONUSE, 1 - AWARENESS, 2 - EXPLORATION, 3 - INFUSION, or 4 - INTEGRATION) within the program of curriculum, instruction and assessment for every level the applicant serves: Elementary, Middle, and Secondary levels. Please DO NOT make marks between stages.

Levels	Stages of Integration				
Elementary	0 NONUSE	1 AWARENESS	2 EXPLORATION	3 INFUSION	4 INTEGRATION
Middle	0 NONUSE	1 AWARENESS	2 EXPLORATION	3 INFUSION	4 INTEGRATION
Secondary	0 NONUSE	1 AWARENESS	2 EXPLORATION	3 INFUSION	4 INTEGRATION

Note: To avoid double counting, you may provide one K-8 total.

Adapted from C. Moersch in the Learning and Leading with Technology Journal, Nov. 1995. "Levels of Technology Implementation (LOTI): A Framework for Measuring Classroom Technology Use."

## Suggested Steps in Collecting and Organizing Evidence

### 1. Collection

**For Local plan approval:** Make sure the required evidence has been collected for local plan approval items 1-6. Look first for all of the evidence you already have. Don't automatically assume that you must conduct new surveys or inventories.

**For the grant application:** Identify the evidence you already have which will help you plot where the district falls on the three self-assessment continua. Identify other evidence you don't already have which would help you be more accurate in plotting the district's current situation.

Compare the two sets of evidence: Each of the three self-assessment areas is directly related to one or more of the first six plan standards. Evidence collected to support the needs assessment/current situation part of the plan will also support the district's placement on the self-assessment continua. Evidence collected to support local plan **standard number 3** will also support self-assessment areas **I and III**. Evidence collected to support local plan **standard number 4** will also support self-assessment areas **I and III**. Evidence collected to support local plan **standard number 5** will also support self-assessment area **II**. Evidence collected to support local plan **standard number 6** will also support **all three self-assessment areas**.

### 2. Reflection

Analyze the evidence you've collected and determine what it indicates about placement on the six continua and about the district's next steps.

### 3. Selection

Look objectively at all of the evidence you've collected. Which pieces are absolutely **necessary** to document the district's self-assessment placement? How much evidence is **sufficient** to communicate this to a reader who knows nothing about the district? If you aren't sure, ask someone who has not been involved in the technology plan or the grant application to evaluate the evidence.

### 4. Production

Put the evidence into a binder or staple it securely so that the readers can see it and refer to it easily.

**DO:**

- Number the pages.
- Include a table of contents.
- Use tabs or colored page sections.
- Reference pieces of evidence throughout the plan and the self-assessment narrative.
- Use visuals and graphics to clarify where the district is and to help the reader find information.

**DON'T:**

- Include the same piece of evidence more than once.
- Use meeting minutes -- use agendas and summaries.
- Include individual surveys -- make a summary of the results and include a blank survey.
- Put each page in a separate sleeve or each section in a separate container.

## 5. Projection

The evidence should indicate both to you and to the reader what the district's next logical steps are. What's in the evidence portfolio should lead the reader to the same conclusions about the next steps.

### Action Research

Action research is ----

1. Collecting evidence which leads to a clear assessment of the current situation.
2. Clustering the evidence in ways which lead to deeper understanding.
3. Using evidence to identify the next steps in a complicated process.

Evidence is collected in a variety of ways:

visually  
interviews  
surveys and questionnaires  
analysis of written material

Evidence gathered is clustered in a variety of ways:

What the themes which emerge across all evidence?  
Is there an existing model or framework which can be used to organize the information?  
Can we create a continuum which describes different perspectives on the same issues?

Evidence is used to determine the next steps by:

Generating statements which describe the current situation.  
Comparing the statements to the organizational vision or the desired condition.

## Writing Measurable Indicators of Success

Measurable indicators of success are:

**Actionable:** They help judge progress in order to inform decisions about next steps.

- ◆ **Outcome oriented:** Specify clearly what are observable results and/or products.
- ◆ **Include relevant measures :** Specify measures which reflect the outcomes. For example, indicators of the quality of professional development might include: percent of teachers receiving professional development, teachers' evaluations of professional development, number of hours spent in professional development, and changes in knowledge, skills, and attitudes.

Examples related to **aligned Curriculum, instruction and assessment :**

Not Measurable	Measurable, Provide Information about the Next Steps
Staff will attend assessment conferences and workshops.	20% of the faculty will report that their knowledge of assessment has progressed beyond the awareness stage as a result of conference or workshop attendance, or from discussions with colleagues which have attended these events.
Teachers will design curriculum, instruction and assessment units.	All staff will learn the "planning backwards" method of unit design and 20% will use and refine their units in the classroom.

### Technology-Related Indicator Ideas:

- Number/Percentage of teachers receiving professional development
- Amount of money spent on professional development as reflected in budget.
- Knowledge, skills, attitudes of teachers receiving professional development.
- Teachers' evaluations of professional development experiences.
- Number of "modern" computers per school
- Number and types of computers available.
- Percentage of schools with computers in every classroom.
- Number/Percentage of computers (connections & capacity) within schools able to utilize the full function of applications for the Internet.
- Number/Percentage of schools adequately wired to support access to the information superhighway.
- Number/Percentage of schools in which every classroom has been connected to the information superhighway.
- Student/computer ratio - connected/capacity computers.
- Number/Percentage of teachers who are at the Proficient Stage in computer use/Internet use.
- Number/Percentage of schools/school programs which are at Integration Stage.
- References to technology in local outcomes/curriculum frameworks.
- Percentage of schools with access to current instructional, word processing, spreadsheet, data base, graphics software, and Internet tools

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**TLCF Proposal Evaluation Criteria**  
**Local Technology Plan Criteria for Approval**

<b>1. Statement of the community's vision for technology.</b>		
<b>Doesn't Meet the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
no vision	vision for technology	District vision encompasses technology as a tool for teaching and learning
<b>2. Community involvement in the planning process, which includes a planning team with broad based stakeholder representation and collaboration with adult literacy services for computer access and training.</b>		
no involvement outside the district	all major stakeholders are included on a standing committee	stakeholders share accountability and responsibility for implementation and continuous evaluation
<b>3. Comprehensive inventory of existing technology-related resources, including hardware, software, networks, facilities, equity of access for educators, parents, students, maintenance, coordination, and financial resources from all sources, including E-Rate discounts .</b>		
no or partial inventory	comprehensive invent. which includes all components	_____
<b>4. A description of the economic status of the district, including free and reduced lunch rate.</b>		
no data	free and reduced lunch rates	Comprehensive information about existing resources and their adequacy to support technology as a tool for teaching and learning
<b>5. Staff and stakeholder knowledge and competency necessary to support, use and integrate technology.</b>		
no data or partial	assessment of current knowledge and skills of staff and stakeholders	Assessment includes detailed information about educator and student use of technology
<b>6. Integration of technology to support implementation of the Learning Results for all students.</b>		
No references to Learning Results	description of how technology supports Learning Results implementation	description of progress in using technology to implement the Learning Results for all students
<b>7. Goals or priorities for action identified by the stakeholder planning team through an analysis of the current situation described in items 1-6 above.</b>		
goals are not connected to needs	Most goals are supported by the needs assessment	Goals are designed to meet the identified needs
<b>8. Steps, with timeline, to address the needs and opportunities identified through items 1-6 above.</b>		
action steps are missing or incomplete; no timeline	Action steps are necessary to reach goals; timeline is realistic	Action steps will lead to achievement of the goals within the timeline
<b>9. Estimated costs to support each action step and possible financial support from all sources, including E-Rate discounts.</b>		
Missing or incomplete; E-Rate and other obvious sources are missing	Estimated costs for each action step; sources are clear and varied	Costs are thoroughly researched; funding is creative and maximizes connections across programs, schools, and in the community
<b>10. Plan to evaluate progress toward achieving the goals and a description of the measurable benefits to students, educators and other stakeholders.</b>		
missing or incomplete	Evaluation plan includes measurable indicators of success	Evaluation plan includes continuous data collection to measure technology impact on student learning

**NOTE: No evaluation points are awarded for plan approval, but the local technology plan must meet all ten standards in order for the district to receive a TLCF grant award**



## Part II. Numeric Evaluation Criteria

### Self-Assessment and Identification of the Next Steps (Narrative)

0	1	2	3	Pts.
A. The self-assessment pages are missing or incomplete. Little or no evidence is provided to support the checked descriptors. There is no explanation for the missing evidence.	A. The self-assessment pages are complete. Most of the evidence provided does not support the checked self-assessment descriptors. Some explanation is included to account for missing evidence.	A. Most of the evidence supports the checked self-assessment descriptors. Complete explanations are provided to account for missing evidence.	A. All of the evidence provided is necessary and sufficient to support the checked descriptors.	X 2
B. The district's placement on all continua is unwarranted given the checked indicators and the supporting evidence.	B. The district's placement on all continua is confusing given the checked indicators and the supporting evidence.	B. The district's placement on one or more of the continua is justified by most of the supporting evidence.	B. Placement on all continua is consistently supported by the evidence.	X 2
C. The narrative does not connect self-assessment to identification of the district's goals or next steps.	C. The narrative partially connects the self-assessment to the goals or next steps.	C. The narrative supports the connections between the self-assessment findings and the goals or next steps.	C. The narrative clearly describes a process of analyzing the evidence of the current situation as the method of identifying the goals or the next steps.	
D. The narrative describes conditions in a single school, at a single grade span, or among a small population of students or staff.	D. The narrative describes conditions in some schools, grade spans or populations.	D. The narrative partially describes conditions across the system.	D. The narrative describes systemwide conditions and identifies systemwide approaches.	
			Total 18	

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**Action Plan**

0	1	2	3	Pts.
A. The indicators are not measurable.	A. Some of the indicators are measurable.	A. Most of the indicators are measurable.	A. All of the indicators are measurable.	
B. The data collected to evaluate progress toward the indicators will provide little or no supporting evidence of progress at the end of the grant period.	B. Most of the data collected to evaluate progress toward the indicators will provide some evidence of progress at the end of the grant year.	B. The data collected to evaluate progress toward the indicators will provide most of the evidence necessary to support progress at the end of the grant period.	B. The data collected to evaluate progress toward the indicators will provide necessary and sufficient evidence of progress.	
C. The data to be collected will not help the district identify its next steps.	C. Some of the data collected will help the district identify its next steps.	C. Most of the data collected will help the district identify its next steps.	C. The data collected will lead directly to identification of the district's next steps.	
D. The action steps are unconnected to the indicators.	D. Some of the action steps are connected to the indicators.	D. Most of the action steps are necessary in making progress toward the indicators.	D. All of the action steps are necessary in making progress toward the indicators.	
			Total 12	

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**Cost Effectiveness**

0	1	2	3	Pts.
A. The action steps will not result in the products listed.	A. It is unclear how some of the action steps will yield the products listed or provide some assurance of quality and usefulness in the district.	A. Most of the action steps are necessary to develop the listed products and to provide some assurance of quality and usefulness in the district.	A. The action steps will result in high quality products essential to Learning Results implementation.	
B. Proposed expenditures are not connected to the action plan.	B. Proposed expenditures support some of the action plan.	B. Most proposed expenditures support the action plan.	B. Funds from all sources support the action plan.	
C. Expenditures are not cost effective.	C. Some expenditures are cost effective.	C. Most expenditures are cost effective.	C. All expenditures from all sources are cost effective.	
D. No information is provided to describe the district's economic need for technology funds.	D. The district has significant financial capacity to provide adequate and sufficient technology to support Learning Results implementation.	D. The district has some local financial capacity to provide adequate and sufficient technology to support Learning Results implementation.	D. The district has no local financial capacity to provide adequate and sufficient technology to support Learning Results implementation.	X 2
E. The district has ample and sufficient technology, coordination and professional development support to integrate technology use with Learning Results implementation.	E. The district has adequate technology, coordination and professional development support to integrate technology use with Learning Results implementation.	E. The district lacks some of the key components and supports necessary to integrate technology use with Learning Results implementation.	E. The district lacks most of the necessary technology and supports to use technology to support Learning Results implementation.	X 2
			<b>Total 21</b>	

# Application Cover Page

**School District:** \_\_\_\_\_  
(Individual units within School Unions are not eligible to apply separately.)

**Technology Coordinator:**  
**Name and Position:** \_\_\_\_\_  
Work Address: \_\_\_\_\_  
Work Telephone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
E-Mail: \_\_\_\_\_

☐ **TLCF Grant Request** \$ \_\_\_\_\_

**District Profile:** (Helps proposal readers understand your district)  
\_\_\_\_\_ Number of Staff (teachers, administrators and paraprofessionals)  
\_\_\_\_\_ Number of Elementary Schools/Middle Schools (K8)  
\_\_\_\_\_ Number of K-8 Students  
\_\_\_\_\_ Number of Secondary Students (912)

**Board Approval:** As a result of a formal vote taken on \_\_\_\_/\_\_\_\_/\_\_\_\_, a majority of the school board agrees to fully support the activities described in this application.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Board Chair

**Mail or deliver one bound copy of the district's evidence portfolio and one stapled original of the grant proposal by 5:00 p.m. on July 24, 2000 to:**

Goals 2000 Office, Room 212  
Maine Department of Education  
23 State House Station  
Augusta, Maine 04333-0023

*Faxed and electronic copies will not be accepted.*

Contact Heidi McGinley at (207) 2875986, heidi.mcginley@state.me.us, for further information. Questions raised through July 10, 2000 will be documented in writing and questions and answers posted on the department's web page at [www.state.me.us/education/g2000/homepage.htm](http://www.state.me.us/education/g2000/homepage.htm). This application can also be downloaded from this site **Portfolio evidence cannot be returned. Please keep a copy.**

## School Union ASSURANCES

If applying as a school union, each participating school board must complete the assurances. **If it is not possible for signed assurances to be obtained by the grant deadline, please indicate on this page when they will be obtained.**

As a result of a formal vote taken on \_\_\_\_/\_\_\_\_/\_\_\_\_, a majority of the school board agrees to fully support the activities described in this application.

_____ Date	_____ Signature of School Board Chair	_____ Unit/LEA
---------------	------------------------------------------	-------------------

As a result of a formal vote taken on \_\_\_\_/\_\_\_\_/\_\_\_\_, a majority of the school board agrees to fully support the activities described in this application.

_____ Date	_____ Signature of School Board Chair	_____ Unit/LEA
---------------	------------------------------------------	-------------------

As a result of a formal vote taken on \_\_\_\_/\_\_\_\_/\_\_\_\_, a majority of the school board agrees to fully support the activities described in this application.

_____ Date	_____ Signature of School Board Chair	_____ Unit/LEA
---------------	------------------------------------------	-------------------

As a result of a formal vote taken on \_\_\_\_/\_\_\_\_/\_\_\_\_, a majority of the school board agrees to fully support the activities described in this application.

_____ Date	_____ Signature of School Board Chair	_____ Unit/LEA
---------------	------------------------------------------	-------------------

As a result of a formal vote taken on \_\_\_\_/\_\_\_\_/\_\_\_\_, a majority of the school board agrees to fully support the activities described in this application.

_____ Date	_____ Signature of School Board Chair	_____ Unit/LEA
---------------	------------------------------------------	-------------------

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(Districts without a Local Technology Plan Based on the January 1999 Technology Plan Standards)

Document Total:

Vendor Code:

Account Code: 013-05A-5090-592

**STATE OF MAINE  
DEPARTMENT OF EDUCATION  
Technology Literacy Challenge Fund (TLCF)  
GRANT AGREEMENT**

This agreement made this 1st day of September 2000 between the Department of Education ("the Department") and ("the school system").

WHEREAS, the Department in the exercise of its lawful functions has determined that your grant will stimulate, foster or encourage improvement in the schools of the State and serve as models for other schools and,

WHEREAS, the school system has determined that the proposal will advance systemic change which enhances the learning of school children,

NOW THEREFORE, in consideration of the mutual agreements and provisions herein contained, the parties hereto agree as follows:

1. The Department will award a Technology Literacy Challenge Fund (TLCF) grant of «Final\_Grant\_Amt» to the school system for the purposes described in the grant application, which is hereby incorporated into this Agreement and made a part thereof.
2. Grant funds shall be expended by the school system between September 1, 2000 and August 31, 2001. Any funds not expended or obligated prior to August 31, 2001 shall be returned to the Department for reallocation.
3. Expenditures of grant funds by the school system will be in accordance with Maine law and applicable ordinances, rules and policies.
4. Financial and other records relating to the proposal will be maintained by the school system for at least three years from completion of the proposal and made available for review, upon request, to the Department.
5. Amendments to the approved budget which exceed 10% on any line or any programmatic components of the proposal must be approved in advance by the Department.
6. The school system will designate a grant coordinator who will have supervisory responsibility for the proposal and will function as the liaison person with the Department.
7. The school system will develop and maintain a portfolio of all grant related activities. The Department may examine the portfolio at any time to evaluate progress on the grant. In any case, a final report and a portfolio of grant related activities will be received by the Department no later than December 1, 2001, unless the district chooses to reapply for funds the next year, in which case the portfolio will become part of the reapplication.
8. The school system will provide the Maine Department of Education and the U.S. Department of Education with a statistical report by December 1, 2000 in the format determined by the U.S. Department of Education.
9. In consideration of the grant award, the school system agrees to include in all promotion and publicity concerning the proposal, the following minimum credit line: "with support of the Department of Education through a Technology Literacy Challenge Fund (TLCF) grant."
10. Any publications relating to the proposal by the school system shall also include, in an appropriate place, a statement that the findings, conclusions or recommendations do not necessarily represent the view of the Department.
11. One copy of any printed publication resulting from the proposal must be furnished to the Department. One copy

### Both Unfunded TLCF Only

(Districts without a Local Technology Plan Based on the January 1999 Technology Plan Standards)  
of any software, film, videotape, audio tape, record or any other audiovisual materials produced as part or as an outgrowth of the proposal must also be furnished to the Department.

12. The Department reserves a non-exclusive license to use and reproduce for public purposes, without payment, any publishable matter, including copyrighted matter, arising out of grant activities. The school system shall retain a non-exclusive license to use and reproduce the materials, without payment, for the use and benefit of the school system. A copy of the agreements shall be filed with the Department.
13. The school system will submit a full accounting of expenditures and a final report to the Department within 30 days of the completion of the proposal but in no event later than December 1, 2001.
14. Financial records of the proposal will be reviewed in the annual audit of school system expenditures and any deviations, discrepancies or questioned costs will be reported to the Department, with a copy of the auditor's report.
15. The Department may monitor the proposal on site and evaluate its progress and results independently of the school system's evaluation.
16. If the Department determines that the approved grant proposal cannot be completed as proposed, it may terminate the grant award and all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the Department. No such termination may take place until the school system has been notified of the Department's intention and has had an opportunity to respond.
17. The Department and the school system may mutually agree to terminate the proposal at any time. If this occurs, all unexpended or unobligated grant funds and any purchased equipment and materials shall be returned to the department.
18. The Department may withhold or suspend payment of the grant award or require repayment of grant monies already spent upon a finding that grant monies will be or have been improperly spent, the required reports have not been filed in a timely manner or that the proposal is otherwise not in compliance with applicable law. No penalizing action will be taken until the school system has been notified of the alleged violation and has had an opportunity to respond.
19. The Department may withhold or recover payment of all or part of the grant award if the school system is found, after an adjudicatory proceeding or adjudication to be in violation of the Maine Human Rights Act, the Americans with Disabilities Act or the Federal Civil Rights Act during the project period.
20. The grant award will become effective upon execution of this document by all parties.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Commissioner, Maine Department of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Grant Coordinator, Maine Department of Education

September 1, 2000  
Date

\_\_\_\_\_  
Superintendent of Schools (Fiscal Agent)

Submission, with the application, of a signed copy of this agreement is for the sole purpose of expediting the distribution of funds to districts to whom grants are awarded in accordance with the evaluation criteria and in no way commits the department to making an award to the applicant

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**1. Insert Standards 1 -6 of the criteria for local technology plan approval in the order in which they are listed.**



## 2. Self-Assessment Area I. Technology Integration

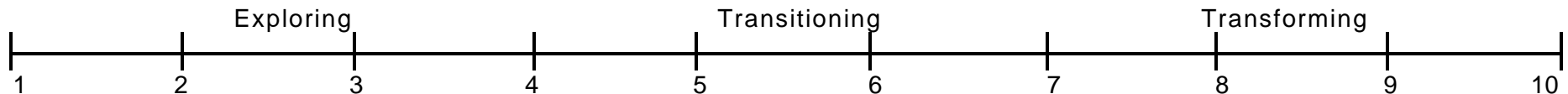
**Indicators:**

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> <li>❑ Individual staff use technology to enhance instruction and student achievement</li> <li>❑ Student use of technology is limited to state definition of computer literacy -Schedule, location and/or functionality of equipment can act as limitations to access</li> <li>❑ Discussions occur about Learning Results and technology, but little action has been initiated</li> <li>❑ Hardware, facilities, network and software necessary to support curriculum, instruction and assessment is inconsistent across the district (mix of old and new)</li> <li>❑ Software to support curriculum, instruction and assessment is randomly purchased</li> </ul>	<ul style="list-style-type: none"> <li>❑ Technology is beginning to be used to provide essential opportunities and to create diverse ways for students to achieve Learning Results</li> <li>❑ Schools are networked and some student exchange is occurring</li> <li>❑ Technology is recognized as a central tool for collecting data, assessing and implementing Learning Results but its use is inconsistent across the district.</li> <li>❑ The hardware, software, facilities, and network are available to support Learning Results implementation through curriculum, instruction and assessment, including network capability (one per teaching area), plus laboratory and multi-media centers</li> </ul>	<ul style="list-style-type: none"> <li>❑ Technology is used and continuously evaluated by a broad base of stakeholders in a variety of ways for program assessment and improvement</li> <li>❑ Learning styles, needs of students and technologies have created diverse strategies in curriculum content and pacing</li> <li>❑ Student exchange through the network is occurring continuously and is a natural part of the learning process</li> <li>❑ Technology is fully implemented in the collection and analysis of data, student assessment and local implementation of the Learning Results</li> <li>❑ Software to support aligned curriculum, instruction and assessment connected to the Learning Results is developed and shared throughout the district</li> <li>❑ The hardware, facilities, network and software necessary to support Learning Results implementation for all students is in continual daily use.</li> </ul>

**Required evidence:** none

**Other evidence:** staff and student surveys of technology use; hardware, facilities, network, software inventory; school board policies regarding access; unit/lesson examples; computerized assessments

1. Where are you now? Plot the district on the continuum below.



2. How do you know you are here? On a separate page, summarize what the evidence indicates about the current situation and tell the reader how and where to find the supporting evidence in the portfolio

## 2.II. Adult Development and Involvement

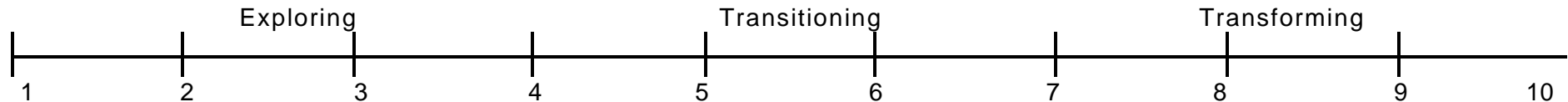
**Indicators:**

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> <li>❑ A few community members are involved; most citizens have little information</li> <li>❑ Professional development is provided in some areas but technical competency training is limited and rarely evaluated</li> <li>❑ Technology vision is one of many in the district</li> </ul>	<ul style="list-style-type: none"> <li>❑ Adult technology literacy is considered part of the district's planning and activity</li> <li>❑ Most community members know what is happening and why</li> <li>❑ Staff have ongoing training and support appropriate to their level of use and responsibility and are encouraged to expand knowledge and skills at increasingly higher levels</li> <li>❑ Vision for technology is explicitly aligned with district's vision for student achievement of Learning Results and is reviewed annually by stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>❑ Time is provided to support professional development activities that encourage creativity, application and synthesis</li> <li>❑ The district's vision is the basis for all decision making</li> </ul>

**Required evidence:** vision statement(s), list of planning team members and their roles, teacher use of computers rating form, computer integration rating form

**Other evidence:** professional development activities outlines; operating policies for the technology planning group; stakeholder surveys; school board policies; school calendar

1. Where are you now? Plot the district on the continuum below.



2. How do you know you are here? On a separate page, summarize what the evidence indicates about the current situation and tell the reader how and where to find the supporting evidence in the portfolio.

## 2.III. Resources

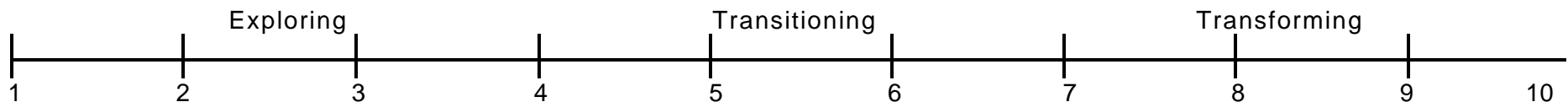
### Indicators

EXPLORING	TRANSITIONING	TRANSFORMING
<ul style="list-style-type: none"> <li>❑ The district has inventoried existing people, programs and resources in support of technology use for all students.(Software, hardware, capacity of educators to use technology, maintenance, ADA and IDEA compliance, equity of access, local economic need)</li> <li>❑ Decisions about resource allocation are not necessarily based on information about what all students need.</li> <li>❑ Some existing resources have been reallocated to support technology use and acquisition.</li> <li>❑ Staff, administrators and community members are unsure of how technology supports teaching and learning, and of their ability to acquire, maintain and coordinate the technology effort.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Decisions about people, programs and resources to support technology are based on what all students need to achieve the Learning Results.</li> <li>❑ Resources and programs are periodically evaluated to identify and prioritize strengths and weaknesses and to continue planning and implementation.</li> <li>❑ The district and the community have a clear picture of how to connect people, programs and resources and can document progress in doing so.</li> </ul>	<ul style="list-style-type: none"> <li>❑ District inventories of people, programs and resources are used to find creative ways to make connections and to maximize technology to support student learning.</li> <li>❑ Training and technical support services come from within the district and the community.</li> <li>❑ The uses of staff time and local resources change continuously in response to changing student learning needs.</li> <li>❑ The district provides comprehensive support for facilities, hardware and their use by staff and community.</li> <li>❑ The district has established a continuous cycle of data collection, cost analysis, and program and resource decision making based on them.</li> </ul>

**Required evidence:** free and reduced lunch rates

**Other evidence:** economic need data, including MEA comparison band, GPA, per pupil expenditures, grants received from other sources, technology maintenance and local professional development budgets; school board policies; progress toward reaching technology plan goals; community surveys; data to identify impact of existing technology on student achievement

1. Where are you now? Plot the district on the continuum below.



2. How do you know you are here? On a separate page, summarize what the evidence indicates about the current situation and tell the reader how and where to find the supporting evidence in the portfolio.

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**3. In a narrative of two pages or less** describe the district's current situation/needs as a result of completing both standards 1-6 of the local plan criteria and the three self-assessment continua, and summarize what this information indicates about the district's next steps.

**4. An action plan which encompasses standards 7 -10** of the local technology plan criteria for approval. The action plan must be a three-year plan as indicated by the timeline. Since this is the district's technology plan, resources to support it must be listed from all sources – including TLF grant funds. Use any action plan format which addresses standards 7-10.

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## 5. Budget

**Attach a detailed description of each line if the space provided on this page is insufficient.**

Line	Description	TLCF
110 Salaries		
120 Temporary Salaries		
200 Benefits		
300 Professional & Technical Services		
320 Professional Development		
734 Equipment		
550 Printing		
580 Travel		
600 Materials and Supplies		
<b>Totals</b>		

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## MONTHLY REQUEST FOR FEDERAL FUNDS

Date: \_\_\_\_\_ School Unit: \_\_\_\_\_

MONTH	TLCF Amount
December 2000	
January 2001	
February 2001	
March 2001	
April 2001	
May 2001	
June 2001	
July 2001	
August 2001	
TOTAL	